

Textbook Alignment to the Utah Core – Theatre Foundations 4

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Theatre Foundations 4 Core Curriculum

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Script Writing): Students will integrate character and plot in scripting dramatic presentations.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE)* and *Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Unity. Interrelate all environments, situations, and characters when creating dramatic presentations.

•	Plan interrelated environments, situations, and characters in a dramatic presentation.		
•	Act out interrelated environments, situations, and characters in a dramatic presentation.		
•	Write a unified dramatic presentation; e.g., scene outline, scene with dialogue, short one-act play.		
Objective B: Character. Create appropriate character dialogue and physical attributes within a dramatic presentation..			
•	Plan dialogue and physical attributes for characters in a dramatic presentation.		
•	Act out dialogue and physical attributes for characters in a dramatic presentation.		
•	Write descriptions for characters in a dramatic presentation.		
Objective C: Plot. Create linear and non-linear plot structures.			
•	Plan linear and non-linear plot structures; e.g., exposition, point of attack, major conflict, rising action, climax, falling action.		
•	Play out linear and non-linear plot structures; e.g., improvise fairy tales, fracture fairy tales, create new fairy tales.		
•	Write a scene driven by character conflict; e.g., conflicts that come from within the character, the situation, or the environment.		
STANDARD II: (Acting): Students will develop the basic techniques of acting.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %	
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)
Objective A: Movement. Develop expressive use of stage movement through body awareness and spatial perception.		<i>Not covered in TE, SE or ancillaries</i> ✓	
•	Demonstrate comfortable movement when acting.		
•	Explain the elements of physical movement; e.g., energy, locomotion, balance, relaxation.		
•	Demonstrate the use of movement to define who, what, when,		

	where, and why.			
•	Use movement to reveal character emotion.			
Objective B: Voice. Develop expressive use of the voice.				
•	Demonstrate a clear voice when communicating in performance.			
•	Explain the elements of voice and speech production; e.g., intensity, pitch, rhythm, volume.			
•	Demonstrate the use of voice to define who, what, when, where, and why.			
•	Use the voice to reveal character intention.			
Objective C: Sensory/Emotional Recall. Develop sensory/emotional recall techniques.				
•	Use memory and imagination to experience smells, tastes, textures, sights, and sounds.			
•	Use memory and imagination to experience feelings and moods.			
•	Project feelings and moods for a scripted character using memory and imagination.			
Objective D: Characterization. Develop character building techniques.				
•	Explain objective (what a character wants) and motive (why a character wants something).			
•	Explain character conflict (what prevents a character from getting what is wanted) and action (how the character goes about trying to get what is wanted).			
•	Demonstrate inner dialogue in support of the who, what, where, when, and why of the character.			
Objective E: Ensemble/Rehearsal Techniques. Develop ensemble/rehearsal techniques.				
•	Demonstrate rehearsal warm-up.			
•	Demonstrate basic blocking and staging elements; e.g., stage directions, focus, levels, crosses.			
•	Demonstrate active listening skills.			
•	Demonstrate cooperation skills; e.g., supporting other performers when not performing, supporting new ideas, supporting one another when performing together.			
STANDARD III: (Designing/Implementing): Students will use the basic elements of design.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Visualization. Envision design ideas for dramatic presentations.				
•	Plan design ideas to accommodate all environments, situations, and characters in a dramatic presentation; i.e., from the viewpoint of set, costuming, lights, sound, make-up, and props.			
•	Articulate the required skills and responsibilities of a theatre designer; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.			
•	Draw a floor plan for a dramatic presentation; e.g. solve the problems of scene elements such as furniture, entrance ways, action needs.			
Objective B: Technology. Investigate the technical skills requires to execute a design.				
•	Articulate the technical skills required to implement a design concept; i.e., from the viewpoint of set, costuming, lighting, sound, make-up, and props.			
•	Explain how electronic technology might enhance a dramatic presentation.			
STANDARD IV: (Constructing Meaning): Students will develop critical thinking skills to construct meaning.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Researching. Apply internal and external research to a dramatic presentation.				
•	Demonstrate script analysis (internal research); i.e., from the viewpoint of scriptwriter, actor, designer, and director.			
•	Demonstrate historical and cultural analysis (external research); i.e., from the viewpoint of a scriptwriter, actor, designer, and director.			

•	Describe the responsibilities of a dramaturge.			
Objective B: Comparing/Integrating Art Forms. Compare/integrate art forms with theatre.				
•	Articulate the impact of the audience on theatre and other art forms; e.g., dance, film, music, electronic media.			
•	Explain the use of visual, aural, oral, and kinetic elements to express ideas and emotions in theatre and other art forms; e.g., dance, film, music, electronic media.			
•	Explain how different art forms serve each other in performance; e.g., theatre, musical theatre, dance, concert, orchestra, film, performance art.			
Objective C: Analyzing/Critiquing. Analyze/critique personal preferences acquired through experiencing theatre as a participant and an observer.				
•	Explain how a dramatic presentation is similar to and different from own life.			
•	Create different rubrics for critiquing live theatre, film, and television.			
•	Describe the effectiveness of a dramatic presentation; e.g., script writing, acting, design, technology, directing, and overall production quality.			
Objective D: Understanding Context. Articulate the role of history and culture in theatre.				
•	Explain how historical period might affect character action.			
•	Explain how different cultures might affect character action.			
•	Report on the works of famous scriptwriters, actors, designers, directors, or dramaturges in various cultures and historical periods.			
Objective E: Applying Life Skills. Connect personal experiences with dramatic presentations to own life.				
•	Explain how theatre can contribute to lifelong learning.			
•	Explain how theatre can enhance and maintain complex thinking skills.			
•	Explain how theatre builds effective communication skills.			
•	Explain how theatre develops the ability to collaborate with others.			

•	Explain how theatre promotes responsible citizenship.			
Objective F: Self-Assessing. Demonstrate the use of assessment techniques (especially rubric and portfolio assessment techniques) in achieving theatre objectives.				
•	Articulate personal goals.			
•	Use perceive/reflect rubric assessment.			
•	Create an outcome portfolio reflecting content and process from across the term; e.g., notes, rubric assessments, process and production photos, programs, research, published reviews, letters, advocacy statements, reflections, visual art, written criticism, theory essays.			